

SPARTANBURG 1 SCHOOL DISTRICT

121 Wheeler Street
Campobello, South Carolina 29322

GRADES PK-12

ENROLLMENT 4,482 Students

SUPERINTENDENT James A. Littlefield 864-472-2846

BOARD CHAIR C. Hugh Burnett 864-472-2846

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This district met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Excellent	Good	Yes

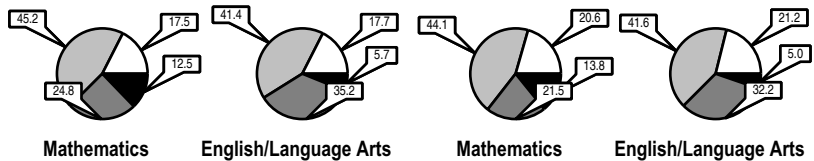
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Districts with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	76.6	N/A	N/A	80.3	N/A	N/A
Passed 1 subtest	12.5	N/A	N/A	10.8	N/A	N/A
Passed no subtests	10.9	N/A	N/A	9.0	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	13.4	17.7
Seniors who met the SAT/ACT requirement	13.4	18.2
Seniors who met the grade point average	58.1	57.2

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,988	99.6	17.7	41.4	35.2	5.7	40.9
Gender							
Male	1,007	99.7	22.3	44.3	29.7	3.7	33.4
Female	981	99.4	13.0	38.5	40.9	7.7	48.6
Racial/Ethnic Group							
White	1,653	99.7	15.0	40.7	37.7	6.6	44.3
African-American	269	99.6	33.6	44.2	21.5	0.8	22.3
Asian/Pacific Islander	24	95.8	14.3	57.1	23.8	4.8	28.6
Hispanic	31	93.6	34.5	44.8	20.7	0.0	20.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,640	99.6	11.6	41.0	40.6	6.8	47.4
Disabled	348	99.4	46.3	43.7	9.7	0.3	10.0
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,987	99.6	17.7	41.5	35.2	5.7	40.9
English Proficiency							
Limited English Proficient	17	82.4	61.5	30.8	7.7	0.0	7.7
Non-Limited English Proficient	1,971	99.7	17.4	41.5	35.4	5.7	41.1
Socio-Economic Status							
Subsidized meals	924	99.6	26.7	45.0	26.1	2.2	28.3
Full-pay meals	1,064	99.5	9.9	38.4	43.0	8.7	51.7
Mathematics							
All Students	1,990	99.8	17.5	45.2	24.8	12.5	37.3
Gender							
Male	1,008	99.9	20.0	43.6	23.2	13.2	36.4
Female	982	99.6	14.8	47.0	26.5	11.8	38.2
Racial/Ethnic Group							
White	1,655	99.8	14.7	44.8	26.6	14.0	40.6
African-American	269	99.6	34.3	45.7	17.0	3.0	20.0
Asian/Pacific Islander	24	95.8	4.8	66.7	9.5	19.0	28.6
Hispanic	31	100.0	34.5	48.3	13.8	3.4	17.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,641	99.7	11.9	44.7	28.6	14.7	43.4
Disabled	349	100.0	43.3	47.7	7.0	2.0	9.0
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,989	99.8	17.4	45.3	24.8	12.5	37.3
English Proficiency							
Limited English Proficient	17	94.1	61.5	30.8	7.7	0.0	7.7
Non-Limited English Proficient	1,973	99.8	17.2	45.3	24.9	12.6	37.5
Socio-Economic Status							
Subsidized meals	926	99.8	25.7	47.8	19.5	7.1	26.5
Full-pay meals	1,064	99.7	10.4	43.0	29.4	17.1	46.6

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	343	100.0	15.6	38.1	39.7	6.6	46.3
	Grade 4	324	99.1	19.5	44.3	33.6	2.7	36.2
	Grade 5	346	99.1	19.8	49.1	28.9	2.2	31.1
	Grade 6	360	100.0	22.4	38.1	31.1	8.5	39.6
	Grade 7	372	100.0	16.8	47.5	30.4	5.2	35.7
	Grade 8	356	100.0	19.9	54.3	23.4	2.4	25.8
2004	Grade 3	322	99.4	11.9	27.7	50.6	9.7	60.4
	Grade 4	324	99.4	20.8	41.5	35.2	2.5	37.7
	Grade 5	307	99.7	16.8	52.6	28.0	2.6	30.6
	Grade 6	336	100.0	19.1	38.8	33.7	8.4	42.1
	Grade 7	359	99.7	18.3	45.4	31.3	5.1	36.3
	Grade 8	346	99.1	19.3	45.4	29.7	5.6	35.3

Mathematics								
2003	Grade 3	343	100.0	15.3	47.8	25.6	11.3	36.9
	Grade 4	324	100.0	17.0	54.3	18.3	10.3	28.7
	Grade 5	346	100.0	17.8	51.1	22.7	8.4	31.2
	Grade 6	360	100.0	13.3	32.9	33.5	20.2	53.8
	Grade 7	372	99.7	19.1	40.3	25.2	15.4	40.6
	Grade 8	356	100.0	21.7	57.6	13.9	6.8	20.8
2004	Grade 3	322	100.0	16.3	47.2	28.1	8.4	36.6
	Grade 4	324	99.4	17.6	48.6	23.5	10.3	33.9
	Grade 5	307	99.7	16.1	54.3	21.4	8.2	29.6
	Grade 6	336	100.0	15.5	40.0	28.4	16.1	44.5
	Grade 7	359	100.0	17.7	37.6	27.0	17.7	44.7
	Grade 8	346	99.4	22.7	45.7	18.9	12.7	31.6

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	314	96.8	13.2	26.0	30.6	30.2	60.8
Gender							
Male	164	97.0	19.6	23.5	32.0	24.8	56.9
Female	150	96.7	5.9	28.9	28.9	36.3	65.2
Racial/Ethnic Group							
White	265	97.0	10.9	24.2	30.6	34.3	64.9
African-American	38	94.7	30.0	40.0	23.3	6.7	30.0
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	262	97.3	7.4	24.2	32.8	35.7	68.4
Disabled	52	94.2	45.5	36.4	18.2	N/A	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	314	96.8	13.2	26.0	35.1	30.2	60.8
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	96.8	12.9	26.1	30.7	30.3	61.0
Socio-Economic Status							
Subsidized meals	101	95.0	29.1	36.0	18.6	16.3	34.9
Full-pay meals	212	97.6	6.4	21.8	35.6	36.1	71.8

Mathematics							
All Students	314	96.8	18.1	24.7	35.1	22.2	57.3
Gender							
Male	164	97.0	20.3	20.9	35.9	22.9	58.8
Female	150	96.7	15.6	28.9	34.1	21.5	55.6
Racial/Ethnic Group							
White	265	97.0	16.5	23.0	36.3	24.2	60.5
African-American	38	94.7	30.0	33.3	30.0	6.7	36.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	262	97.3	11.1	24.2	39.3	25.4	64.8
Disabled	52	94.2	56.8	27.3	11.4	4.5	15.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	314	96.8	18.1	24.7	35.1	22.2	57.3
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	96.8	17.8	24.7	35.2	22.3	57.5
Socio-Economic Status							
Subsidized meals	101	95.0	34.9	27.9	24.4	12.8	37.2
Full-pay meals	212	97.6	10.9	23.3	39.6	26.2	65.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	252	96.8%	246	13.4%	264	88.3%	N/A
Gender							
Male	118	96.6%	121	11.6%	129	85.3%	
Female	134	97.0%	125	15.2%	135	91.1%	
Racial/Ethnic Group							
White	226	97.3%	216	14.8%	232	90.9%	
African American	22	100.0%	24	4.2%	24	79.2%	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	
Hispanic	3	I/S	4	I/S	6	50.0%	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	235	97.0%	218	15.1%	236	93.6%	
Disabilities other than speech	17	94.1%	28	0.0%	28	42.9%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	238	96.6%	246	13.4%	N/A	N/A	
English Proficiency							
Limited English proficient	1	I/S	0	N/A	1	I/S	
Non-LEP	237	97.0%	246	13.4%	261	88.9%	
Socio-Economic Status							
Subsidized meals	37	86.5%	41	4.9%	51	76.5%	
Full-pay meals	201	98.5%	205	15.1%	213	91.1%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	96.8%	96.0%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	264	755
Number of Diplomas	233	600
Rate	88.3%	81.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	498	492	499	479	997	971
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.0	19.3	18.8	18.8	19.7	20.0	19.5	19.3	19.4	19.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 4,482)				
First graders who attended full-day kindergarten	100.0%	N/C	95.8%	97.2%
Retention rate	2.1%	Up from 0.1%	4.2%	5.3%
Attendance rate	96.4%	Up from 93.4%	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%		5.5%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%		4.4%	5.1%
Eligible for gifted and talented	20.2%	Up from 17.3%	16.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Down from 12.1%	11.5%	10.9%
Older than usual for grade	1.6%	Down from 1.8%	3.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.2%	0.9%	1.1%
Enrolled in AP/IB programs	9.1%	Down from 14.4%	12.9%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	109	Down from 210	161	157
Completions in adult education GED or diploma programs	52	Down from 86	52	39
Annual dropout rate	1.7%	Down from 2.3%	2.9%	2.9%
Teachers (n= 321)				
Teachers with advanced degrees	56.4%	Up from 53.8%	55.2%	50.0%
Continuing contract teachers	88.8%	Up from 88.6%	85.2%	84.6%
Highly qualified teachers**	90.4%	N/A	93.3%	92.5%
Teachers with emergency or provisional certificates	0.4%		2.7%	4.4%
Teachers returning from previous year	93.0%	Up from 91.9%	91.9%	89.9%
Teacher attendance rate	95.9%	Down from 96.3%	95.2%	94.7%
Average teacher salary	\$42,085	Up 1.4%	\$42,085	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	11.8 days	Down from 11.9 days	11.7 days	12.0 days
District				
Superintendent's years at district	17.0	Up from 16.0	2.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 22.9 to 1	22.6 to 1	21.0 to 1
Prime instructional time	91.4%	Up from 88.9%	90.5%	89.5%
Dollars spent per pupil*	\$7,363	Down 1.9%	\$6,800	\$7,217
Percent of expenditures for teacher salaries*	58.5%	Up from 57.5%	57.9%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 99.0%	99.0%	97.3%
Number of schools	9	No change	13	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	4.3%	Down from 9.6%	4.3%	4.3%
Average age in years of school facilities	28	Down from 30	21	26
Number of schools with SACS accreditation	9	No change	9	8
Average administrator salary	\$75,841		\$69,658	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	86.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	30.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

The mission of Spartanburg School District One is to educate all students in a safe and positive environment for the purpose of developing responsible and productive citizens by seeking constant improvement and innovation through mutual cooperation of home, school, and community. In 2003-2004 this mission was met, and we thank you for your efforts in helping us embrace our motto, "Student-Centered Education."

Our schools continue to receive recognition. From academics to athletics to the fine arts, our students excelled at the local, state, and national levels. Visual arts, choral, strings, and band programs once again garnered recognitions at each of these levels, and the Chapman band culminated the year with an invitation to march in the Memorial Day Parade held in Washington. Our athletes and teams received all-region, all-area, all-academic, and all-state recognitions in multiple sports. Six teams were named region champions, and the Chapman volleyball team was named upper state champion.

Academically, we were once again ranked among the top ten districts statewide for student achievement. The district saw a significant increase in SAT performance, and Landrum High was recognized as a top ten improvement school for the second consecutive year. Holly Springs-Motlow received an award for its Exemplary Writing Program and was also named a Red Carpet School. O.P. Earle, New Prospect, Campobello-Gramling, Landrum Junior and Mabry Junior also share this distinction. New Prospect received its third consecutive Palmetto Gold Award and was one of eighty-seven schools identified for closing the achievement gap. Landrum High was awarded a Silver Award. Swofford Career Center successfully completed its five-year SACS peer review process in the spring and retained accreditation at the state and regional level. They also received a second consecutive Palmetto Gold Award.

The ZestQuest health awareness incentive program was initiated at Inman Elementary, and each of our elementary schools piloted a free breakfast program for our students.

Enrollment growth, building expansion, improving achievement, federal accountability, and an under-funded educational system at the state level are a few of the challenges before us. Improving curriculum continues to be our point of emphasis. The district received over \$1.2 million in grants for instructional coaches at each elementary school, professional development, classroom instruction, and student programs. Individual schools and teachers also received various grants. Vertical teaming, the implementation of a Life Diploma, professional development and data analysis of assessments will be focal points in 2004-2005. Our building program is underway! We began last year with a major addition at New Prospect, and on May 6, broke ground for the construction of the two new high schools. Our goal is continuous improvement. To this end, we must continue to hire and retain the best teachers, provide students with needed resources, and involve our school community. We look forward to another outstanding school year.

Jimmy Littlefield, Superintendent